**K-5 Math Lesson Plan**

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| **Teacher:** | | | **Grade: 4th** | | | **Date(s)**: |
| **Unit Title: Unit 1- Understand Place Value for Multi-Digit Whole Numbers** | | | | **Corresponding Unit Task: Task One** | | |
| **Essential Question(s): How Can I represent a multi-digit number using different forms?** | | | | | | |
| **Materials/Resources** | | | | **Essential Vocabulary** | | |
| **Teacher:**  **Marker board, marker, newspapers, chart with common number names printed on it, ex: one thru twenty,thirty, forty, fifty..hundred, thousand,you can also create this with the class. Index cards** | | **Student: math journal, pencil** | | | **Names of numbers, spelling, represent** | |
| **Learning Experience** | | | | | | |
| **8 Mathematical Practices:**  1. Make sense of problems and persevere in solving them.  2. Reason abstractly and quantitatively.  3. Construct viable arguments and critique the reasoning of others.  4. Model with mathematics.  5. Use appropriate tools strategically.  6. Attend to precision.  7. Look for and make use of structure.  8. Look for and express regularity in repeated reasoning. | **Common Core State Standards: 4. NBT.2 Read and write multi-digit whole numbers using base-ten numerals, number names, and expanded form.** | | | | | |
| **I Can Statement(s): I Can write a numerical number correctly in word form.** | | | | | |
| **Activating Strategy/Hook:** (How will students become cognitively engaged and focused?)  Open your reading street basal, agenda, or media center book and find a number written in number names, Ex: thirty-two puppies were in the pet shop. Share. If you worked at a zoo why would it be important to be able to recognize numbers spelled out in their word forms? Possible answers: so you give the right amount of food to an animal, ex: two lbs. of hay is different than one pound of hay. Another example, you need to know the population of your zoo, (exact count of each type of animal) so you don’t agree to take another zebra if you are already at your maximum capacity. We want you to be able to read and understand numbers in their many forms. | | | | | |
| **Teacher Directed:** Let’s play a game. I’m thinking of a number between these numbers, write 4 and six on the board. Can you write the number that comes between in number name form. They should write five. Let’s try a few more…. | | | | | |
| **Guided Practice:**I am going to give you a paper with some practice work on it. After seven minutes, grab a partner and compare your answers. Look to our chart for any hard to spell number names. Paper should have numbers in numerical form from tens to ten thousands. Ex: 1,205 | | | | | |
| **Independent Practice:** Take a newspaper, scholastic news, catalog,etc. and find 8 numbers. Copy them down numerically and then write them in number name form. Turn in your work. | | | | | |
| **Closing/Summarizing Strategy:** Write in your journal what you learned today and write an example. | | | | | |
| **Differentiation Strategies** | | | | | | |
| **Extension** | | | **Intervention** | | | **Language Development** |
| Write a multiplication and then a division problem where the numbers are in number names in the problem. Trade problems with another student. | | | Break apart the spelling patterns of common number names. Practice writing them. Or  Match six to 6. Twelve to 12. Put these on index cards. Practice then shuffle and have them pair them up. | | | Clap out number names by syllables. Work on matching beginning sounds to number names. |
| **Assessment(s):** | | | | | | |
| **Teacher Reflection:** (Next steps?) | | | | | | |